**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| The following questions should be considered for each part of the lesson:   * What are the predictable failures for this lesson? (conceptually and behaviorally) * How will you prevent these failures? * What will you do to maintain consistency? * How will you know if it is working? |  |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Choose from the many options:  *Provide papers for a scavenger hunt using vocabulary words. Allow 5 minutes for student to search given area for items that match vocabulary terms. (Shift 1 & 9)* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? Through class discussion and scavenger hunt results, new terms will be identified and labeled. Student will then record definitions in Math Journal. (Shift 4 & 10, questioning how they know) 2. How will you provide multiple opportunities for vocabulary to be used in context? Sharing with different students, think pair share and extended activities of matching formats. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*   1. What materials/manipulatives will you need? Solid shapes in any form, paper pencil, Mini poster, graph paper, markers. Group work to make posters of faces, edges, vertices for different shapes.   2- Students will work in small groups and materials will be provided for the group.   1. Work will be recorded on posters. 2. How will you check for understanding during this phase of the lesson? Groups will present their findings to class. 3. Will you use the *Extend? Undetermined* | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  The *Visual Learning* Bridge, at the top of each lesson, is critical to connecting the Concrete to the Representational and then to the Abstract. Look for *Prevent Misconceptions*.  Choose one option:   * + *Visual Learning Animation* (on-line or CD) Show video   + *Visual Learning* Bridge in Student textbook Review Visual learning on solid figures in textbook have students draw simple nets on graph paper.   + Document camera Allow 3 – 5 students to show their net under document camera.  1. Check for understanding during the *Guided Practice*. Focus on difference between pyramid and prism. This is a confusing point for many students. 2. Where will students record their work? On mini whiteboards or laminated paper, have kids record work to show. Hold up. 3. If most students are struggling during this phase of the lesson, what will you do?    * Reteach explicitly with various problems from the *Guided* or *Independent Practice* or the *Reteaching* sets at the back of the *Topic Guide*.    * Use lessons from *Meeting Individual Needs.*    * Use the *Differentiated Instruction: Intervention* lesson. 4. Will some of the problems from the *Problem Solving* be included in your *Guided Practic*e or *Independent Practice*? If understanding is there, yes. This is a good time to pull a small group to help. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*   1. Which problems will you assign? Page 456 problems 6 - 15 2. Where will students record their work? On back of gtraph paper from net activity 3. Will you collect, grade and record the independent practice? Yes, 4. How will you check for understanding? Grading, discussions and sharing. 5. If students do not finish the problems assigned for independent practice, will these problems be homework? YES!!! | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Concept Understanding   * + Quick Check master to start next day.   Formative Assessment Tools  On back of Quick check, have student draw a Chart of faces, edges, and vertices of 3 different shapes.  End of each Quarter:   * + *District Common Formative Assessment* (CFA) | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Choose from the many options:    Provide materials for small groups to construct a solid figure. Some items could include newspaper and masking tape, straws and masking tape, Qtips and masking tape, oaktag to draw a net which students will cut out and construct their solid.   1. Will you do these activities and if so, when? Power hour 2. When will you give directions on how to play? Verbal and written 3. What materials will be needed for the activities? stated above 4. Will you work with the Intervention group? if necessary 5. How will you determine which activities will be assigned to each group of students? all will be doing this activity. | |
| **HOMEWORK** | |
| Choose from the many options:   * Finish *Independent Practice* and/or *Problem Solving* assignment * *Spiral Review* * *Quick Check* * ***\*\*\*\*Leveled Homework \*\*\*\*\*\**** * Online games from *Envision Digital Premium* * Online tutorials from *Envision Digital Premium*  1. Will you collect and grade homework? Yes 2. Will you discuss homework? Is so, when? Yes, after Quick check the next morning. | |